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8. The elements of grammar useful in preventing or correcting errors in English should be taught in such a way as to make their maximum contribution to effective expression.

a) The junior high school is not the place for presenting a systematic and elaborate organization of the facts of language in general.

b) The responsibility for teaching elements of grammar useful only to foreign languages does not rest on the English teacher.

9. Emphasis should be laid on oral as well as on written composition.

10. Pupils should receive systematic instruction in the use of the reference library.

11. Socialized forms of work should be extensively used. This includes occasional co-operative preparation, motivated presentation of material in the class, and mutual criticism both before and after the formal recitation.

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## ETHICAL TRAINING THROUGH THE TEACHING OF ENGLISH

In the teaching of ethics the "thou shalt" method has long been out of vogue, and *verboden* has recently fallen into still deeper disrepute, but the study of English offers an exceptional opportunity for indirect ethical training, first by reason of the subject-matter, which furnishes so many object lessons and problems for discussion, and second, on account of the great variety of methods of conducting classes which may give real practice in the virtues of courtesy, self-control, *esprit de corps*, reliability, uprightness, and the moral courage to stand by one's honest convictions. It seems to me that, as we can approach them in the English classes, these fall, broadly speaking, under four heads: courtesy, dependability, loyalty, honor.

I mean the Golden Rule courtesy that implies the kindness of heart to be on the lookout to do someone a favor, and the self-control to efface one's self for the sake of giving a classmate an opportunity. Hundreds of chances for quiet suggestions along these lines occur in club meetings, and here parliamentary law is a great ally, when explained and understood as merely elaborated courtesy. The reading of romances of chivalry discloses the origin of many of the formal acts of courtesy—hand-shaking, rising as a mark of respect, removing the hat, etc. The discussion of these enlightens the ignorant—there are more offenders

in that class than we sometimes realize—and the careless are frequently stimulated by a casual remark that these conventions were instituted of old by the knightly class and still persist among the “aristocracy of education,” which America democratically acknowledges, without making invidious class distinctions.

For dependability, public sentiment is the great teacher. We have a system of “round tables” in which the class is divided into teams, committees, or co-operating groups of various kinds. These groups agree upon a division of labor and stand ready to enforce any agreement entered into in the classroom. In one class, studying literature, each team was assigned a book to present to the rest of the students in the form of a report on which they were to take notes. Each member of the team was responsible for one or more of these reports, and if one fell by the wayside the responsibility reverted to the team to supply the deficiency or to suffer a general “mark down.” Public opinion was strongly in favor of every member’s having a well-prepared report, and the weaker brethren (who are often even more surely recognized by the class than by the teacher) were known to be approached by telephone or even by a select delegation to insure prompt delivery, as it were. If the same public sentiment could be made to prevail in regular class work, the millennium would have arrived.

The group method is also a training in loyalty—all working together for a common end, sinking individual aims for the good of the whole, and the group loyalty expanding to include the school, the city, the nation. The war has given us a demonstration of this, the patriotic program used in the English classes stimulating the students to magnificent service in Liberty Bond and thrift-stamp salesmanship, the support of French orphans, and all the activities promoted by the Junior Red Cross.

Honor—living up to one’s ideals of conduct—is, of course, the greatest and most inclusive of these virtues; and here again it is public sentiment which must be educated to raise the students’ ideals to something really worth living up to. In a class that was reading *Silas Marner* a question arose concerning the authorship of a certain theme, and two students, one of course guilty and one innocent, were left under a cloud. After many days the guilty party confessed, explaining that he did not want to be “a sneak like that William Dane.” He may not have been convinced of the fundamental dishonesty of appropriating the theme, but at least he had become unwilling to be both a thief and a “sneak.” While studying the *Idylls of the King* one class had a dis-

cussion as to whether Gareth, honorably keeping his pledge to his mother by enduring the insults heaped upon him as a kitchen knave when he was really a knight, was not in an easier situation than if he had been really a kitchen knave, though associated with knights, and obliged to tell the truth to them, as all agreed he would have been in honor bound to do eventually. The decision was that the supposititious case would have been more difficult, but that we are fortunate in living in the present age and in the United States, where it makes no difference whether a man begins as a knight or a kitchen knave as long as he turns out to be a worthy citizen. A day or two after the discussion, the class was debating the adoption of "All Americans" for a club name, having learned that every member had an American-born father—quite an unusual circumstance in that school. One boy, who had apparently been suffering great distress of mind, finally rose and said that he felt he had to tell them that his mother was German and he had two uncles in the German army, that he was a good American, but he was afraid it might make a difference. It was decided that he was, perhaps, a good American against greater odds than his fellow-members, and the name might stand.

In short, while teaching the English language, we have the greatest opportunity for teaching the American ideal, and that is fit ethical training for this generation.

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#### LABORATORY WORK ONCE MORE

Last year the *English Journal* published an interesting account of a laboratory equipped with reference works and magazines from which students could easily obtain material for self-expression. In this laboratory the teacher held personal conferences with individual pupils, there being but a small number in the room. Last summer a like opportunity was offered me, and I was most eager to seize it. In our summer school a small division of Senior pupils was given me and a period of an hour to work with them. After a few papers had been completed I was able to divide this section into three groups. Five were writing almost without error, three were no more advanced than Freshmen in their power of construction, and the rest were either not greatly interested in writing for its own sake or were so used to rote exercises that I could not induce them to undertake a problem. These last,